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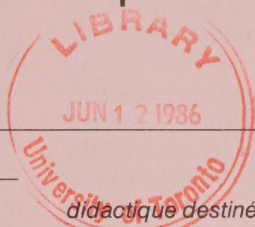


Ministry
of
Education
Ontario

The Honourable Sean Conway, Minister

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Learning Materials Development Plan, 1986



Introduction

The purpose of the Learning Materials Development Plan is to encourage the development and production of Canadian learning materials. It is designed primarily to meet needs for learning materials that might not otherwise be met because of prevailing market conditions.

The term **learning materials** means any materials designed to facilitate learning, including books (whether textbooks or books of a more general nature) and non-print materials. Workbooks are not eligible. Such materials must be intended primarily for the use of students.

This plan provides assistance for the development of learning materials for English-speaking students — that is, English-language materials and those for learning French as a second language. Assistance for the development of learning materials for French-speaking students is provided through the French-Language Fund (see "Application Procedures" for the address).

Le Learning Materials Development Plan aide à la production de matériel didactique destiné aux élèves anglophones, c'est-à-dire le matériel didactique en anglais et le matériel didactique de français langue seconde. Le Fonds de matériel de langue française, pour sa part, aide à la production de matériel

didactique destiné aux élèves franco-phones. L'adresse du coordonnateur du Fonds de matériel de langue française est la même que celle du coordonnateur du Learning Materials Development Plan.

The plan operates in three modes:

- Mode 1 — publishers and producers
- Mode 2 — non-profit organizations
- Mode 3 — individuals

There are specific eligibility requirements and application procedures for each mode.

All applications for funding will be considered on a competitive basis by an independent advisory committee, which will determine the criteria for the adjudication of all applications. The committee will recommend to the minister the projects that should receive support from the funds available.

Once a project has been accepted for funding, an agreement, drawn up between the Minister of Education and the applicant, will specify the commitments and understandings of each party.

General Rules

1. Projects should respond to one or more educational priorities listed under "Priorities". However, the committee will also consider projects that meet other needs.
2. The learning materials to be developed must be free of discrimination and bias (especially with regard to race, religion, sex, and age).
3. Projects must respond to provincial rather than local needs.
4. SI units of measure (le Système international d'unités) should be used wherever appropriate.
5. Projects must involve Canadian authorship and manufacture.
6. Funds made available under this plan may not be applied towards the purchase of major items of equipment.
7. One ministry official will be associated with each project until its completion.
8. When appropriate, the proposal should describe plans for field-testing samples of the learning materials to be developed.
9. Upon completion of the project, the Ministry of Education shall receive two copies of each publication, in the case of print materials, and/or one sample of the finished product, in the case of non-print materials. The proposed budget should reflect this requirement.
10. The ministry funds will be paid in instalments.
11. No acknowledgement is to be made in the funded learning materials of the Ministry of Education, of its officials, or of the plan.
12. Projects are to be completed within two years.
13. Upon completion of the project, the author/producer will be required to complete certain forms. The information provided is to be added to the Learning Materials data base (LEMA).

Priorities

Preference will be given to proposals that respond to one or more of the following provincial priorities:

A. Student Learning Materials in French for Learning French as a Second Language

Approximately one-third of the available funds will be allocated for the development and production of print and non-print learning materials for the following provincial priorities. The priorities are *not* listed in order of importance.

1. Core French programs: print and non-print materials that will lead to active language use and involve topics important for general education, such as French-Canadian culture, career awareness, minority groups, environmental awareness, and life skills. Materials are needed for basic and general level credit courses. Also needed are materials for longer instructional sequences for those students who begin core French in Grade 4 or earlier. (P,J,I,S)

2. Immersion French programs: texts and complementary print and non-print materials intended to serve as a basis for courses in French and in subjects other than French when these are taught to English-speaking students in French immersion programs. (P,J,I)

3. Extended French programs: texts intended to serve as a basis for subjects other than French when these are taught to English-speaking students in the French language. Such texts would use a controlled level of French appropriate to the competence of the intended student population. Where feasible, the texts should be composed in such a fashion that some parts could be used within a core French program. (P,J,I,S)

B. Student Learning Materials in the English Language

Approximately two-thirds of the available funds will be allocated for the development and production of print and non-print materials for the following provincial priorities. The priorities are **not** listed in order of importance.

1. Print and non-print materials on career-related topics, such as career awareness, self-evaluation skills, transition from school to work, interpersonal relationships, career decision-making skills, the employment world, and work-effectiveness skills. (I,S)
2. Print and non-print materials that can be used across the curriculum in areas such as moral values education, life skills, the value of the community, and health education. (P,J,I,S)
3. English-as-a-second-language/dialect (ESL/D) print and non-print materials designed to promote language development and fluency in a variety of subject areas, as well as ESL/D materials for Native students whose first language is a Native language. (P,J,I,S)
4. Print and non-print materials that help to develop understanding, appreciation, and aesthetic awareness of the arts. (P,J,I,S)
5. Print materials for classical studies, particularly for Latin in the Senior Division. (I,S)
6. Print and non-print materials that support the curriculum guideline *History and Contemporary Studies*.^{*} (I,S)
7. Multimedia learning materials suited to the needs of exceptional pupils, including the gifted, in the elementary grades, as well as in the secondary grades at all three levels of difficulty. (P,J,I,S)

8. Print and multimedia materials in any of the predominant Native languages, designed specifically for Native-as-a-second-language programs. (P,J,I,S)

9. Slides and print materials designed to support picture study as it relates to the new curriculum guideline *Visual Arts*. (I,S)

10. Print and non-print materials that support the curriculum guideline *Computer Studies, 1983*. (I,S)

11. Print and non-print materials that describe computer applications in education, industry, art, communications, medicine, and sports. (J,I)

12. Print and non-print materials in the field of geography and environmental education, especially materials for use in student research. (I,S)

13. Print and non-print multicultural materials that are interdisciplinary and cross-cultural and that include the study of minority groups, human rights, and/or race relations within the Canadian context. (P,J,I,S)

14. Print and non-print materials for both business and technological studies, particularly at the basic level of difficulty. (I,S)

15. Print and non-print materials that support the curriculum guidelines *Personal Life Management, 1985* and *Family Studies*.[†] (I,S)

16. Print and non-print materials related to safety education both within and beyond the school. (P,J,I,S)

Legend

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- P – Primary Division
(Junior Kindergarten-Grade 3)
J – Junior Division (Grades 4-6)
I – Intermediate Division (Grades 7-10)
S – Senior Division (Grades 11-13)

^{*}This guideline, which will be published in four parts, was in production at the time of publication of this brochure.

[†]This guideline was in production at the time of publication of this brochure.

Mode 1: Publishers and Producers

This mode is for publishers and producers of learning materials. Where feasible, priority will be given to companies operating in Ontario. Applicants should take note of the following terms and conditions.

- Companies that have been incorporated for less than three years must submit a brief outline of their activities and the scale of their operation.
- Companies may be asked to submit samples of recent work in support of their applications.
- All applications under this mode must involve the publication or production of learning materials; funding will **not** be available for projects involving **development only**.
- Publishers or producers may apply for assistance for the development, production, and publication of learning materials or for the production and publication only if the development phase has been completed.
- Rights to the materials produced will be negotiated by the publisher and the author(s); the ministry will have no direct involvement in matters of copyright.

Financial Considerations

The ministry will fund part of the development and production costs; the publisher or producer must provide some of the funds required for the project.

The proportion of the costs to be borne by each of the two parties will depend on such factors as the nature of the project, the potential market, and overall costs.

The budget must include the following:

- an estimate of the total development and production cost of the project, including a detailed breakdown of anticipated income and expenditures;
- the amount of money requested from the ministry;
- the proposed net price, for Ontario schools, of the finished product. This is to remain constant for one year after production;
- the anticipated size of the production run and the rationale for the run;
- a description of the normal company policy used to calculate the percentage of overhead operating expenses, royalties, and the period in which the initial outlay is to be recovered.

If travel and living expenses are incurred, these are to be specified in the budget.

The costs that should be included in the budget of a proposal for Mode 1 are:

- secretarial services and editing;
- physical materials;
- duplication;
- rough artwork for field-testing purposes;
- production artwork;
- permissions;
- typesetting;
- printing and binding;
- distribution.

Equivalent expenses should be included for the production of non-print materials.

Applicants making a submission under this mode must submit fourteen copies of the budget outline.

Mode 2: Non-Profit Organizations

The ministry will consider applications from non-profit organizations for the **development** of learning materials of province-wide applicability. Projects proposing the development of materials for local courses of study are not eligible.

Only in special circumstances, where production is normally a part of the activity of the organization, will consideration be given to the production of materials under this mode.

By **non-profit organization** is meant one of the following: a school board; a teacher-education institution; a teacher association; an incorporated non-profit organization that carries on educational activities as a normal part of its operation.

The ministry will also consider under this mode an application from a council of the band as defined by the Indian Act (Canada) where there is, included with the application, written evidence of financial participation by the Department of Indian Affairs and Northern Development in the project in respect of which the application is made.

A project proposed for funding must reflect the priorities of the organization as a whole rather than of individuals within it, and the application must be supported by a formal statement such as a resolution of the school board or other governing body to the effect that the project actually has this support.

The finished product under this mode will be an acceptable manuscript in the case of print materials; in the case of non-print materials, the project will have reached a stage at which planning and design decisions have been taken, but no commitment to major production costs has been made.

Once the development stage of the project has been successfully completed, the applicant should inform potential publishers and producers of the availability of the materials for possible production and distribution.

Copyright will be held by the applicant.

Financial Considerations

Applicants making a submission under this mode must complete the reverse side of the application form.

The costs that may be included in the budget of a proposal under Mode 2 are:

- secretarial services and editing;
- physical materials;
- duplication;
- rough artwork for field-testing purposes. "Finished" artwork (of production standard) may not be included under this mode unless such artwork is central to the project;
- travel and living expenses, if incurred;
- honorarium or salary to writers (the maximum per diem allowance is not to exceed \$100.00).

Mode 3: Individuals

Individuals (or groups of individuals) operating independently of an organization may apply for assistance only for the **development** of learning materials of province-wide applicability. Projects proposing the development of materials for local courses of study are not eligible.

The finished product under this mode will be an acceptable manuscript in the case of print materials; in the case of non-print materials, the project will have reached a stage at which planning and design decisions have been taken, but no commitment to major production costs has been made.

Once the development stage of the project has been successfully completed, the applicant should inform potential publishers and producers of the availability of the materials for possible production and distribution.

Copyright will be held by the applicant.

Financial Considerations

Applicants making a submission under this mode must complete the reverse side of the application form.

The costs that may be included in the budget of a proposal under Mode 3 are:

- secretarial services and editing;
- physical materials;
- duplication;
- rough artwork for field-testing purposes. "Finished" artwork (of production standard) may not be included under this mode unless such artwork is central to the project;
- travel and living expenses, if incurred.

An honorarium or salary for those involved in the development of the materials is not permitted under this mode.

Application Procedures

Applicants are requested to adhere to the procedures listed below.

Submissions should be made on standard size paper — 8½" by 11" or metric A4. **No additional cover or binding is acceptable.**

Each submission should include:

A. one completed application form;

B. fourteen copies of the following:

1. a summary explaining the scope of the project and the need that it fills and outlining the time schedule for its development;
2. a table of contents and a sample chapter if the proposed project is a book;
3. a storyboard, a script, or a detailed synopsis if the proposed project is a film or a videotape;
4. a résumé of the qualifications and experience of each individual who will be significantly involved in the project;
5. where applicable, a description of any plans for field-testing the learning materials to be developed;

C. two copies of the original version of the material if the proposed project is a translation and/or an adaptation.

Note: Applications for funding must reach the co-ordinator by **September 9, 1986**. Each application form must be signed and the submission addressed to:

Co-ordinator, Learning Materials
Development Plan
Special Projects Branch
Ministry of Education
Queen's Park
Mowat Block, 14th Floor
Toronto, Ontario
M7A 1L2
Telephone: (416) 965-9178

For information about the development of computer-based learning materials, please contact:

Manager
Computers in Education Centre
Ministry of Education
Queen's Park
Mowat Block, 24th Floor
Toronto, Ontario
M7A 1L2
Telephone: (416) 965-0692

